

up to the roaring crisis at our southern border?

The American people are sick and tired of the talk. They are sick and tired of excuses. They are sick and tired of the political games. Enough is enough. Secure the southern border.

D.C. STATEHOOD

(Ms. NORTON asked and was given permission to address the House for 1 minute and to revise and extend her remarks.)

Ms. NORTON. Mr. Speaker, with a detailed poll showing that 54 percent of the American people now support statehood for our Nation's capital, the District of Columbia, we are optimistic about passage in the Senate of H.R. 51.

I thank the House for passage of our statehood bill, for that passage has spurred the American majority that now supports D.C. statehood. The recent hearing in the Senate helped further educate Americans about our statehood bill, noting that our country is the only democratic country that denies equal representation for the people of its capital.

With continuing success with our D.C. statehood bill, we look forward to reporting progress on our bill on becoming the State of Washington, Douglass Commonwealth.

RECOGNIZING ERIN KERKHOFF

(Mrs. MILLER-MEEKS asked and was given permission to address the House for 1 minute and to revise and extend her remarks.)

Mrs. MILLER-MEEKS. Mr. Speaker, I rise today to recognize a young woman in my district who has become an inspiration to women and athletes everywhere.

Erin Kerkhoff, a University of Northern Iowa sophomore and track star from Solon High School, earned a position on Team USA for the Paralympics in Tokyo.

Kerkhoff, who has 20/400 vision due to optic nerve degeneration in both eyes is ranked fifth in the world in the 400-meter dash after achieving a personal record of 58.23 seconds in the qualifying trials earlier this month, finishing second overall in both the 400- and 100-meter dashes.

The Second District and the State of Iowa are lucky to be represented by stellar athletes like Erin, Thomas Gilman, and Kenny Bednarek competing in this year's summer Olympics.

I could not be prouder to represent these three in Congress. Good luck Erin, Thomas, and Kenny, and bring home the gold.

Last week, I wished my sister Mari-Eleanor Martino a happy birthday, and this week I would like to extend a happy birthday to her husband, Ralph Martino. Happy birthday, Ralph, and we are delighted to have you in the family.

RACIAL EQUITY IN AMERICA JOBS AND FAMILY PLAN

(Ms. PLASKETT asked and was given permission to address the House for 1 minute and to revise and extend her remarks.)

Ms. PLASKETT. Mr. Speaker, the Biden administration's proposed \$2.65 trillion American Jobs Plan contains a commitment of resources and investments to overcome structural economic inequity, driven by decades of racial and gender discrimination and exclusion.

In addition to being undercapitalized by the PPP in the midst of the COVID-19 pandemic, Black business owners experienced an acute decline of 41 percent in their numbers; Latinx businesses fell by 32 percent; Asian businesses, 26 percent. Compounding these inequities, Black, Indigenous, and people of color, particularly, women of color, have been hardest hit by unemployment and job losses.

These groups have been left behind and held back for far too long, resulting in multigenerational poverty, wage, and wealth gaps. To meet the moment, House Democrats are proposing systemic solutions rooted in equity to ensure prosperity for all Americans. These solutions are driven by targeted, long-term investments to improve our infrastructure by igniting our economy for equity, baking in accountability to equitable practices and outcomes and fostering an ecosystem where the safety, health, and well-being of the people are a priority.

DOOR-TO-DOOR IN ORWELLIAN FASHION

(Mr. BIGGS asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. BIGGS. Mr. Speaker, Biden's team of neighborhood, basically, disturbers, showed up at a constituent's house this past weekend demanding that they reveal their vaccine status, after asking for them by name.

Our agents on the border cannot test the tens of thousands that are being released into the country on a monthly basis, and tens of thousands are going in without COVID testing and without vaccines. But Biden-Harris, the first President with a hyphenated name, is going door-to-door in an Orwellian fashion to pester Americans about vaccines.

Welcome to the authoritarian turn of the new Democrat party.

2020 ELECTION

(Mr. JEFFRIES asked and was given permission to address the House for 1 minute.)

Mr. JEFFRIES. Mr. Speaker, is anyone else tired of hearing the insurrectionist in Chief continue to lie about the 2020 election?

Over the weekend, once again, the former, twice-impeached, disgraced, so-

called President of the United States of America, falsely claimed that he actually won the election, and that it was stolen from him by Joe Biden.

Something is really wrong with this guy. And I need some help in trying to figure it out.

Is Donald Trump, A, a pathological liar;

B, a sociopath;

C, a malignant narcissist; or

D, all of the above?

I will be around all week. Look forward to hearing from you.

COMMUNICATION FROM THE CLERK OF THE HOUSE

The SPEAKER pro tempore (Mr. LEVIN of Michigan) laid before the House the following communication from the Clerk of the House of Representatives:

OFFICE OF THE CLERK,
HOUSE OF REPRESENTATIVES,
Washington, DC, July 26, 2021.

Hon. NANCY PELOSI,
The Speaker, House of Representatives,
Washington, DC.

DEAR MADAM SPEAKER: Pursuant to the permission granted in Clause 2(h) of Rule II of the Rules of the U.S. House of Representatives, the Clerk received the following message from the Secretary of the Senate on July 26, 2021, at 1:41 p.m.:

That the Senate passed S. 89.

That the Senate passed S. 189.

That the Senate passed S. 894.

That the Senate passed S. 1910.

That the Senate passed S. 2382.

With best wishes, I am,

Sincerely,

CHERYL L. JOHNSON,
Clerk.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, the Chair will postpone further proceedings today on motions to suspend the rules on which the yeas and nays are ordered.

The House will resume proceedings on postponed questions at a later time.

CONSIDER TEACHERS ACT OF 2021

Mr. SCOTT of Virginia. Mr. Speaker, I move to suspend the rules and pass the bill (S. 848) to amend the Higher Education Act of 1965 in order to improve the service obligation verification process for TEACH Grant recipients, and for other purposes.

The Clerk read the title of the bill.

The text of the bill is as follows:

S. 848

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "Consider Teachers Act of 2021".

SEC. 2. TEACH GRANTS.

Section 420N of the Higher Education Act of 1965 (20 U.S.C. 1070g-2) is amended—

(1) in subsection (b)(1)—

(A) in subparagraph (A), by inserting "(referred to in this section as the 'service obligation window') after 'under this subpart';

(B) in subparagraph (C)(vii), by inserting “or geographic area” after “field”; and

(C) by striking subparagraphs (D) and (E) and inserting the following:

“(D) submit a certification of employment by the chief administrative officer of the school in accordance with subsection (d)(5); and

“(E) meet all State certification requirements for teaching (which may include meeting such requirements through a certification obtained through alternative routes to teaching);”;

(2) in subsection (c)—

(A) by striking “In the event” and inserting the following:

“(1) IN GENERAL.—In the event”; and

(B) by adding at the end the following:

“(2) RECONSIDERATION OF CONVERSION DECISIONS.—

“(A) REQUEST TO RECONSIDER.—In any case where the Secretary has determined that a recipient of a grant under this subpart has failed or refused to comply with the service obligation in the agreement under subsection (b) and has converted the grant into a Federal Direct Unsubsidized Stafford Loan under part D in accordance with paragraph (1), (including a TEACH Grant converted to a loan prior to the date of enactment of the Consider Teachers Act of 2021 and including cases where such loans have been fully or partially paid), the recipient may request that the Secretary reconsider such initial determination and may submit additional information to demonstrate satisfaction of the service obligation. Upon receipt of such a request, the Secretary shall reconsider the determination in accordance with this paragraph not later than 90 days after the date that such request was received.

“(B) RECONSIDERATION.—If, in reconsidering an initial determination under subparagraph (A) (including reconsideration related to a TEACH Grant that was converted to a loan prior to the date of enactment of the Consider Teachers Act of 2021 and including cases where such loans were fully or partially paid), the Secretary determines that the reason for such determination was the recipient’s failure to timely submit a certification required under subsection (b)(1)(D) (as in effect on the day before the date of enactment of the Consider Teachers Act of 2021), an error or processing delay by the Secretary, a change to the fields considered eligible for fulfillment of the service obligation (as described in subsection (b)(1)(C)), a recipient having previously requested to have the TEACH Grant converted to a loan, or another valid reason determined by the Secretary, and that the recipient has, as of the date of the reconsideration, demonstrated that the recipient did meet, or is meeting the service obligation in the agreement under subsection (b), the Secretary shall—

“(i) discharge the Federal Direct Unsubsidized Stafford Loan under part D, and reinstate the recipient’s grant under this subpart;

“(ii) discharge any interest or fees that may have accumulated during the period that the grant was converted to a Federal Direct Unsubsidized Stafford Loan under part D;

“(iii) if the recipient has other loans under part D, apply any payments made for the Federal Direct Unsubsidized Stafford Loan under part D during such period to those other loans under part D;

“(iv) if the recipient does not have other loans under part D, reimburse the recipient for any amounts paid on the Federal Direct Unsubsidized Stafford Loan under part D during such period;

“(v) request that consumer reporting agencies remove any negative credit reporting

due to the conversion of the TEACH Grant to a loan; and

“(vi) use the additional information provided under subparagraph (A) to determine the progress the recipient has made in meeting the service obligation.

“(C) EXTENSION OF TIME TO COMPLETE SERVICE OBLIGATION.—In the case of a recipient whose TEACH Grant was reinstated in accordance with subparagraph (B), the Secretary shall, upon such reinstatement—

“(i) extend the time remaining for the recipient to fulfill the service obligation described in subsection (b)(1) to a period of time equal to—

“(I) 8 years; minus

“(II) the number of full academic years of teaching that the recipient completed prior to the reconversion of the loan to a TEACH Grant under subparagraph (B), including any years of qualifying teaching completed during the period when the TEACH Grant was in loan status; and

“(ii) treat any full academic years of teaching described in clause (i)(II) as years that count toward the individual’s service obligation (regardless of whether the TEACH Grant funds were in grant or loan status) if that time otherwise meets the requirements of this section.”; and

(3) in subsection (d), by adding at the end the following:

“(3) COMMUNICATION WITH RECIPIENTS.—The Secretary shall notify TEACH grant recipients not less than once per calendar year regarding how to submit the employment certification under subsection (b)(1)(D) and the recommendations and requirements for submitting that certification under subsection (d)(5).

“(4) QUALIFYING SCHOOLS AND HIGH-NEED FIELDS.—The Secretary shall maintain and annually update a list of qualifying schools as described in subsection (b)(1)(B), and a list of high-need fields as described in subsection (b)(1)(C) and shall make such lists publicly available on the Department’s website in a sortable and searchable format.”.

SEC. 3. SUBMISSION OF EMPLOYMENT CERTIFICATION.

Section 420N(d) of the Higher Education Act of 1965 (20 U.S.C. 1070g–2(d)), as amended by section 2, is further amended by adding at the end the following:

“(5) SUBMISSION OF EMPLOYMENT CERTIFICATION.—

“(A) RECOMMENDED SUBMISSIONS.—The Secretary shall notify TEACH Grant recipients that the Department recommends that TEACH Grant recipients submit the employment certification described in subsection (b)(1)(D) as soon as practicable after the completion of each year of service.

“(B) REQUIRED SUBMISSION.—A TEACH Grant recipient shall be required to submit to the Department employment certification within the timeframe that would allow that individual to complete their service obligation before the end of the service obligation window.

“(C) NOTIFICATION.—The Secretary shall notify TEACH Grant recipients of the required submission deadlines described in this paragraph.

“(D) ADJUSTMENT OF DEADLINE.—The Secretary shall adjust the submission deadline described in subparagraph (B) to account for a service obligation window extension.

“(E) ALTERNATIVE TO CERTIFICATION.—The Secretary shall provide an alternative to the certification of employment described in subsection (b)(1)(D) for recipients who cannot obtain such required certification of employment from the chief administrative officer of the school because the recipient can demonstrate the school is no longer in existence or the school refuses to cooperate.”.

SEC. 4. EXTENSION OF TIME TO FULFILL SERVICE OBLIGATION DUE TO COVID-19.

(a) Section 3519(a) of the CARES Act (Public Law 116–136; 20 U.S.C. 1001 note) is amended—

(1) in the matter preceding paragraph (1), by striking “For the purpose of section 420N of the Higher Education Act of 1965 (20 U.S.C. 1070g–2), during a qualifying emergency,” and inserting “Notwithstanding any provision of subpart 9 of part A of title IV of the Higher Education Act of 1965 (20 U.S.C. 1070g et seq.),”; and

(2) in paragraph (1), by striking “and” after the semicolon;

(3) in paragraph (2), by striking “such section 420N.” and inserting “section 420N of such Act; and”; and

(4) by adding at the end the following:

“(3) shall extend the service obligation window (as described in section 420N(b)(1)(A) of such Act) for a period of not more than 3 years, in addition to any extensions provided in accordance with subpart 9 of part A of title IV of the Higher Education Act of 1965 (20 U.S.C. 1070g et seq.), in the case of a grant recipient whose service obligation window begins during, or includes—

“(A) the qualifying emergency period; or

“(B) a period of recession or economic downturn related to the qualifying emergency period, as determined by the Secretary in consultation with the Secretary of Labor.”.

(b) Section 3519 of the CARES Act (Public Law 116–136; 20 U.S.C. 1001 note) is amended by adding at the end the following:

“(c) FEDERAL PERKINS LOANS.—Notwithstanding section 465 of the Higher Education Act of 1965 (20 U.S.C. 1087ee), the Secretary shall waive the requirements of such section in regard to full-time service and shall consider an incomplete year of service of a borrower as fulfilling the requirement for a complete year of service under such section, if the service was interrupted due to a qualifying emergency.”.

(c) EFFECTIVE DATE.—The amendments made by this section shall take effect as if included in the enactment of the CARES Act (Public Law 116–136).

SEC. 5. IMPLEMENTATION.

In carrying out this Act and any amendments made by this Act, or any regulations promulgated under this Act or under such amendments, the Secretary of Education may waive the application of—

(1) subchapter I of chapter 35 of title 44, United States Code (commonly known as the “Paperwork Reduction Act”);

(2) the master calendar requirements under section 482 of the Higher Education Act of 1965 (20 U.S.C. 1089);

(3) negotiated rulemaking under section 492 of the Higher Education Act of 1965 (20 U.S.C. 1098a); and

(4) the requirement to publish the notices related to the system of records of the agency before implementation required under paragraphs (4) and (11) of section 552a(e) of title 5, United States Code (commonly known as the “Privacy Act of 1974”), except that the notices shall be published not later than 180 days after the date of enactment of this Act.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Virginia (Mr. SCOTT) and the gentlewoman from Indiana (Mrs. SPARTZ) each will control 20 minutes.

The Chair recognizes the gentleman from Virginia.

GENERAL LEAVE

Mr. SCOTT of Virginia. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days to revise and extend their remarks and include extraneous material on S. 848, the Consider Teachers Act of 2021.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Virginia?

There was no objection.

Mr. SCOTT of Virginia. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise today in support of S. 848, the Consider Teachers Act, introduced by Senators BRAUN and SINEMA in the Senate, and led by Delegate HOLMES NORTON and Representative SPARTZ in the House.

High quality teachers are the backbone of our Nation's education system. Yet, since even before the COVID-19 pandemic, communities across the country, particularly low-income communities, have faced a growing shortage of educators.

□ 1415

To address this shortage, the Teacher Education Assistance for College and Higher Education grant program, or the TEACH grant program, offers up-front grant aid to incentivize individuals to pursue teaching and serve in low-income communities.

Since 2007 these grants have helped people across the country become high-quality teachers in the communities where they are needed most. However, administrative issues with the program have inadvertently converted thousands of these grants into loans which must be paid back with interest. According to an investigative report in 2016, upwards of 63 percent of TEACH grants had been converted to loans, leaving badly needed teachers with burdensome debt.

The bipartisan bill we are considering today addresses these issues in two key ways: First, it implements a reconsideration process to ensure TEACH grant recipients do not see their grants converted into loans by mistake; and, second, the bill creates flexibility so that teachers can still fulfill the grant's requirements in light of school closures and disruptions caused by the pandemic.

Simply put, the Consider Teachers Act is a bipartisan legislative fix which will ensure TEACH grants can continue to strengthen and expand our Nation's teacher workforce.

Mr. Speaker, I urge my colleagues to support the bill, and I reserve the balance of my time.

Mrs. SPARTZ. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise in support of the Consider Teachers Act. When created, the TEACH grant program was to support students interested in becoming teachers. Unfortunately, the grant program has run into administrative challenges brought on by clerical and paperwork issues. Because of these issues,

approximately two-thirds of all TEACH grants are converting into Federal student loans.

To address these inadvertent errors, the Consider Teachers Act reforms the program to ensure that teachers are not indebted due to simple mistakes. First, the legislation gives grant recipients the ability to reverse a conversion and eases the timeline for when the grant recipients must certify their employment with the Department of Education.

Second, the bill also extends the time grant recipients have to fulfill their service obligation in response to the challenges posed by the pandemic. The pandemic upended all of our lives, and teachers who lost their job shouldn't be unfairly punished for circumstances outside of their control.

Mr. Speaker, with the TEACH grant program, the Federal Government made a commitment to future teachers, and the Consider Teachers Act fulfills the original promise of the program. I urge all Members to support this bill, and I yield back the balance of my time.

Mr. SCOTT of Virginia. Mr. Speaker, I yield such time as she may consume to the gentlewoman from the District of Columbia (Ms. NORTON).

Ms. NORTON. Mr. Speaker, I thank my good friend for yielding.

Mr. Speaker, I rise in strong support of S. 848, the Consider Teachers Act of 2021. I introduced the companion bill with Congresswoman VICTORIA SPARTZ. I would like to thank Senators MIKE BRAUN and KYRSTEN SINEMA also for their leadership on this bill, and my good friend, Chairman BOBBY SCOTT, for bringing this bill to the floor today.

This bill would improve the service obligation verification process for the Teacher Education Assistance for College and Higher Education Grant Program, or TEACH grant program, as it is called. The TEACH grant program was created to attract the best and brightest to the teaching profession in underserved communities. The TEACH grant program provides up to \$4,000 a year in grants to students who agree to serve for at least 4 years as full-time teachers in a high-need field in a public or private elementary or secondary school that serves low-income families. The obligation to teach 4 years must be completed within an 8-year period. Those who do not fulfill their service requirement have their grants converted into Federal direct unsubsidized Stafford loans which must be paid back with interest. These loans cannot revert to grants.

According to the Office of Management and Budget, 66 percent of the grants are converted into loans. Though 21,000 grant recipients have completed the program without conversion, 94,000 recipients have had their grants converted to loans. Those conversions are often triggered by small paperwork issues, such as submitting the annual form 1 day late or missing a date or signature.

In 2018, the U.S. Department of Education released a reconsideration process for recipients who had their grants converted into loans but had either fulfilled, or could still fulfill, their service obligations. The department also turned back the clock to allow teachers who had left the TEACH grant program once their grants were converted to loans to give them more time to complete their service obligations. These changes allowed the department to lift the debt of 2,300 recipients.

I am pleased that the department made additional improvements to the program on July 1, 2021, including opening the reconsideration process to all TEACH grant program recipients. This bill would codify some of these changes, creating a safeguard from changes in department leadership.

This bill would also outline yearly deadlines and notification requirements to rectify some of the TEACH grant program's previous administrative mishaps. Furthermore, with the onset of the coronavirus pandemic, many recipients have had trouble finding qualifying work. This bill would create a grace period for those individuals by extending the service obligation fulfillment period by 3 years for anyone who was fulfilling their obligations when the coronavirus pandemic began.

This past year has given us all a hard lesson in the invaluable service that teachers and educators provide to our society. As many young students have turned to homeschooling and remote learning, we have all come to appreciate the hard work and incredible talent of our teachers who foster the mental, physical, and emotional growth of our children every day. This bill ensures that that pipeline of talent for the teaching profession remains strong and that we do not unduly burden TEACH grant program recipients who have dedicated themselves to serving our most vulnerable communities.

I understand what that means because my own mother, Vela Holmes, was a teacher in the D.C. Public Schools.

Mr. Speaker, I strongly urge my colleagues to support this bipartisan bill.

Mrs. SPARTZ. In closing, Mr. Speaker, the TEACH grant program fails too many of our teachers, and it needs to be fixed. It is important that our Federal Government honors its promises. The Consider Teachers Act creates flexibility and streamlines processes.

Mr. Speaker, I urge all Members to vote in favor of this bill. Strong teachers are essential for high-quality learning.

Mr. Speaker, I yield back the balance of my time.

Mr. SCOTT of Virginia. Mr. Speaker, I yield myself the balance of my time.

Mr. Speaker, I want to reiterate again my thanks to Representative SPARTZ and Delegate NORTON for working across the aisle on this bipartisan priority in the House.

As my colleagues have reiterated, the TEACH grant program is supposed to

help prepare high quality and diverse educators for our Nation's underserved students. Today it is critical that the TEACH grant program actually works as intended as we recover from a global health emergency that cost education jobs, exacerbated achievement gaps, and worsened the teacher shortage in many States and districts. That is why we must ensure that Federal initiatives to strengthen the teacher workforce make it easier, not harder, for individuals to enter the teaching profession.

The Consider Teaching Act would help achieve this goal by ensuring that TEACH grants do not have the unintended effect of leaving educators with burdensome loans. This simple yet urgent step will allow prospective teachers across the country to continue accessing the resources they need to pursue careers in teaching.

Importantly, this bill is an opportunity to demonstrate that regardless of party affiliation, each of us in Congress shares a commitment to improving the quality of education by investing in well-prepared teachers.

Mr. Speaker, I urge my colleagues, again, to support the bill and vote for the Consider Teachers Act.

Mr. Speaker, I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Virginia (Mr. SCOTT) that the House suspend the rules and pass the bill, S. 848.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the ayes have it.

Mr. BIGGS. Mr. Speaker, on that I demand the yeas and nays.

The SPEAKER pro tempore. Pursuant to section 3(s) of House Resolution 8, the yeas and nays are ordered.

Pursuant to clause 8 of rule XX, further proceedings on this motion are postponed.

HELPING AMERICAN VICTIMS AFFLICTED BY NEUROLOGICAL ATTACKS ACT OF 2021

Mr. CASTRO of Texas. Mr. Speaker, I move to suspend the rules and pass the bill (S. 1828) to amend the Central Intelligence Agency Act of 1949 to authorize the provision of payment to personnel of the Central Intelligence Agency who incur qualifying injuries to the brain, to authorize the provision of payment to personnel of the Department of State who incur similar injuries, and for other purposes.

The Clerk read the title of the bill.

The text of the bill is as follows:

S. 1828

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "Helping American Victims Afflicted by Neurological Attacks Act of 2021" or the "HAVANA Act of 2021".

SEC. 2. AUTHORITY TO PAY PERSONNEL OF CENTRAL INTELLIGENCE AGENCY FOR CERTAIN INJURIES TO THE BRAIN.

(a) DEFINITIONS.—In this section:

(1) APPROPRIATE CONGRESSIONAL COMMITTEES.—The term "appropriate congressional committees" mean—

(A) the congressional intelligence committees (as that term is defined in section 3 of the National Security Act of 1947 (50 U.S.C. 3003));

(B) the Committee on Homeland Security and Governmental Affairs and the Committee on Appropriations of the Senate; and

(C) the Committee on Homeland Security and the Committee on Appropriations of the House of Representatives.

(2) COVERED DEPENDENT.—The term "covered dependent" has the meaning given such term in subsection (d)(1) of section 19 of the Central Intelligence Agency Act of 1949 (50 U.S.C. 3519), as added by subsection (b).

(3) COVERED EMPLOYEE.—The term "covered employee" has the meaning given such term in section 19A(a) of the Central Intelligence Agency Act of 1949 (50 U.S.C. 3519b(a)).

(4) COVERED INDIVIDUAL.—The term "covered individual" has the meaning given such term in section 19A(a) of the Central Intelligence Agency Act of 1949 (50 U.S.C. 3519b(a)).

(5) QUALIFYING INJURY.—The term "qualifying injury" has the meaning given such term in subsection (d)(1) of section 19 of the Central Intelligence Agency Act of 1949 (50 U.S.C. 3519), as added by subsection (b).

(b) PAYMENT AUTHORIZED.—Section 19A of the Central Intelligence Agency Act of 1949 (50 U.S.C. 3519b) is amended by adding at the end the following:

"(d) AUTHORITY TO MAKE PAYMENTS FOR QUALIFYING INJURIES TO THE BRAIN.—

"(1) DEFINITIONS.—In this subsection:

"(A) COVERED DEPENDENT.—The term 'covered dependent' has the meaning given such term in subsection (a), except that the assigned duty station need not be in a foreign country.

"(B) QUALIFYING INJURY.—The term 'qualifying injury' has the meaning given such term in subsection (a), except that the assigned duty station need not be in a foreign country.

"(2) AUTHORITY.—Notwithstanding any other provision of law but subject to paragraph (3), the Director may provide payment to a covered dependent, a covered employee, and a covered individual for a qualifying injury to the brain.

"(3) LIMITATIONS.—

"(A) APPROPRIATIONS REQUIRED.—Payment under paragraph (2) in a fiscal year may only be made using amounts appropriated in advance specifically for payments under such paragraph in such fiscal year.

"(B) MATTER OF PAYMENTS.—Payments under paragraph (2) using amounts appropriated for such purpose shall be made on a first come, first serve, or pro rata basis.

"(C) AMOUNTS OF PAYMENTS.—The total amount of funding obligated for payments under paragraph (2) may not exceed the amount specifically appropriated for providing payments under such paragraph during its period of availability.

"(4) REGULATIONS.—

"(A) IN GENERAL.—The Director shall prescribe regulations to carry out this subsection.

"(B) ELEMENTS.—The regulations prescribed under subparagraph (A) shall include regulations detailing fair and equitable criteria for payment under paragraph (2)."

(c) APPLICABILITY.—Payment under subsection (d) of such section, as added by subsection (b) of this section, may be made available for a qualifying injury to the brain

that occurs before, on, or after the date of the enactment of this Act as the Director of the Central Intelligence Agency considers appropriate.

(d) REPORTS.—

(1) REPORT ON USE OF AUTHORITY.—

(A) IN GENERAL.—Not later than 365 days after the date of the enactment of this Act, the Director of the Central Intelligence Agency shall submit to the appropriate congressional committees a report on the use of the authority provided by section 19A(d) of such Act, as added by subsection (b) of this section.

(B) CONTENTS.—The report submitted under subparagraph (A) shall include the following:

(i) A budget or spend plan for the use of the authority described in subparagraph (A) for the subsequent fiscal year.

(ii) Information relating to the use of the authority described in subparagraph (A) for the preceding year, including the following:

(I) The total amount expended.

(II) The number of covered dependents, covered employees, and covered individuals for whom payments were made.

(III) The amounts that were provided to each person described in subclause (II).

(iii) An assessment of whether additional authorities are required to ensure that covered dependents, covered employees, and covered individuals can receive payments for qualifying injuries, such as a qualifying injury to the back or heart.

(C) FORM.—The report submitted under subparagraph (A) shall be submitted in classified form.

(2) REPORT ON ESTIMATED COSTS FOR FISCAL YEAR 2023.—Not later than March 1, 2022, the Director shall submit to the appropriate congressional committees a report detailing an estimate of the obligation that the Director expects to incur in providing payment under section 19A(d) of such Act, as added by subsection (b) of this section, in fiscal year 2023.

(e) REGULATIONS.—

(1) IN GENERAL.—Not later than 180 days after the date of the enactment of this Act, the Director shall prescribe regulations required under section 19A(d)(4)(A) of such Act, as added by subsection (b) of this section.

(2) NOTICE TO CONGRESS.—Not later than 210 days after the date of the enactment of this Act, the Director shall submit to the appropriate congressional committees the regulations prescribed in accordance with paragraph (1).

(f) CLARIFYING AMENDMENT.—Section 19A(b) of the Central Intelligence Agency Act of 1949 (50 U.S.C. 3519b(b)) is amended, in the subsection heading, by inserting "TOTAL DISABILITY RESULTING FROM" before "CERTAIN INJURIES".

SEC. 3. AUTHORITY TO PAY PERSONNEL OF DEPARTMENT OF STATE FOR CERTAIN INJURIES TO THE BRAIN.

(a) DEFINITIONS.—In this section:

(1) DEFINITION OF APPROPRIATE CONGRESSIONAL COMMITTEES.—The term "appropriate congressional committees" means—

(A) the Committee on Foreign Relations, the Committee on Homeland Security and Governmental Affairs, and the Committee on Appropriations of the Senate; and

(B) the Committee on Foreign Affairs, the Committee on Homeland Security, and the Committee on Appropriations of the House of Representatives.

(2) COVERED DEPENDENT.—The term "covered dependent" has the meaning given such term in subsection (i)(1) of section 901 of title IX of division J of the Further Consolidated Appropriations Act, 2020 (22 U.S.C. 2680b), as added by subsection (b).

(3) COVERED EMPLOYEE.—The term "covered employee" has the meaning given such term in subsection (i)(1) of section 901 of